

Department of Career and Technical Education

Program Evaluation for Family and Consumer Sciences - Postsecondary Occupations

Local Education Agency (LEA):

Reporting_Date

Completed_By:

Instructor:

Administrator:

S = A Strength

M = Meets Expectations

I = Improvement Opportunity

NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) To what extent is curriculum aligned with industry-established tasks/competencies and the National Standards for Family and Consumer Sciences Education? (Suggest reviewing curriculum and discussing local procedures for curriculum)
- 2) To what extent are work-based task lists based on and validated by industry standards? (Suggest reviewing the validation process.)
- 3) To what extent are career information, job-seeking skills and basic academic skills (communication, math, science) incorporated into all course offerings? (Suggest reviewing curriculum.)
- 4) To what extent is the instructor able to access information on individual students in order to develop appropriate instructional plans for each student? (Suggest reviewing sources of information available to instructor.)
- 5) To what extent are financial resources adequate to support the program? (Suggest reviewing budget and discussing availability of funds for operating all aspects of the program.)
- 6) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 7) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Two - Instructional Materials Utilization

- 1) To what extent are appropriate instructional resources and current technology provided and utilized to support the curriculum and enhance instruction? (Suggest reviewing resources available to the program.)
- 2) To what extent are instructional materials organized for easy access? (Suggest reviewing resources storage system.)
- 3) To what extent does the LEA hold the proper licenses and follow the appropriate policies for use of copyrighted software and courseware in the instructional program? (Suggest reviewing software licensing agreements and review photocopying and videotaping policies and practices.)
- 4) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 5) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Three - Instructional Personnel

- 1) To what extent does the instructor have recent work experience in the field for which training is being provided? (Suggest reviewing instructor's work experience records and plans.)
- 2) To what extent does the instructor participate in career and technical education conferences, professional association conventions, college courses, professional development meetings or other types of training? (Suggest reviewing instructor's technological and professional growth activities for the past year.)

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- 3) To what extent is the instructor involved in related professional organizations? (Suggest identifying professional organization memberships and types of involvement.)
- 4) To what extent are other school personnel utilized to meet the needs of students and programs? (Suggest reviewing services and resources available to assist students and the methods instructors and/or students access these resources.)
- 5) To what extent does the instructor work cooperatively with other faculty and correlate the instructional program with other subject areas? (Suggest reviewing cooperative activities.)
- 6) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 7) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) To what extent are class sizes appropriate to the size of facilities and number of work stations? (Suggest observing flow of activity during classes, especially during laboratory activities.)
- 2) To what extent does program information ensure that students and school personnel are familiar with the goals, objectives, activities and prerequisites of the program and career opportunities available to participants? (Suggest reviewing course descriptions and syllabi, informational brochures and display materials.)
- 3) To what extent are procedures in place to facilitate a student's transition into advanced education and training programs? (Suggest reviewing articulation agreements.)
- 4) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 5) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Five - Equipment and Supplies

- 1) To what extent are equipment and supplies representative of those used in the business/industry? (Suggest observing equipment and supplies and reviewing advisory committee recommendations.)
- 2) To what extent are equipment and/or tool inventories current and regularly updated? (Suggest reviewing equipment and schedule or procedure for updating inventory.)
- 3) To what extent are procedures established and funds provided for replacement and/or immediate repair of malfunctioning equipment and/or tools? (Suggest reviewing procedures for repair and/or replacement of equipment. Review long-range plan and/or budget.)
- 4) As you review your responses to the questions above, what are the strengths of your program related to this standard:

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- 5) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Six - Instructional Facilities

- 1) To what extent are facility size and the number of training stations adequate to ensure safety, supervision and quality education and training in relation to the program's objectives? (Suggest observing size and arrangement of classroom and the number of students per class. Review instructional plan in light of available facilities.)
- 2) To what extent does the facility provide an environment conducive to learning and working? (Suggest observing provisions for lighting, ventilation, temperature control, dust and noise. Discuss maintenance of the facility in terms of painting, repair work, etc.)
- 3) To what extent is storage space functional and sufficient for instructional materials, supplies, equipment and projects? (Suggest observing resources and how they are stored.)
- 4) To what extent can the facility be adapted to accommodate a change in the direction of curriculum or to accommodate other changes/updates in equipment and instruction? (Suggest observing facility. Discuss district and/or instructor plans for program change.)
- 5) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 6) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Seven - Safety and Sanitation Training and Practices

- 1) To what extent is appropriate safety and sanitation instruction planned, presented, demonstrated and practiced in instructional and laboratory activities? (Suggest reviewing safety instructional materials and observe laboratory processes.)
- 2) To what extent is successful completion of safety instruction documented for each student? (Suggest reviewing student records.)
- 3) To what extent are appropriate safety materials (such as first aid kit, universal precautions kit, fire extinguisher, eyewash station) readily accessible and clearly labeled? (Suggest checking facility for availability, locations and signage.)
- 4) To what extent are regular safety checks of the department conducted? (Suggest reviewing facility and equipment for appropriate safety features and safety checklists.)
- 5) To what extent do facilities and equipment meet the safety and sanitation requirements of the industry for which training is being provided? (Suggest reviewing inspection reports and/or certificates and review advisory committee)
- 6) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 7) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

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Standard Eight - Program Advisory Committee and Community Relations

- 1) To what extent does the program's advisory committee meet as a group in scheduled meetings at least twice yearly, maintain minutes of each meeting, provide recommendations for program improvements and receive feedback on actions taken to address recommendations? (Suggest reviewing most recent advisory committee minutes.)
- 2) To what extent does the advisory committee include representation from school personnel, current and former students, parents and appropriate community, business and industry personnel? (Suggest reviewing list of committee members.)
- 3) To what extent is information on program activities and accomplishments provided to audiences within the school and community as well as to prospective students? (Suggest reviewing program brochures, informational presentations by instructor or others, news articles and other program marketing materials and activities.)
- 4) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 5) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Nine - Career and Technical Student Organization

- 1) To what extent is each student afforded the opportunity and encouraged to become an active member of the appropriate professional organization(s)? (Suggest reviewing membership development and recruitment.)
- 2) To what extent are leadership development activities an integral part of the instructional program? (Suggest reviewing how professional organizations are incorporated into the instructional delivery system.)
- 3) To what extent is each student member of the professional organization provided the opportunity to attend and participate in leadership, career and personal development activities beyond the local level? (Suggest reviewing chapter requirements for participating in district/state meetings, proficiency events, chapter activities, etc.)
- 4) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 5) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Ten - Coordination Activities

- 1) To what extent does each student have the opportunity to participate in planned work-based learning related to program objectives? (Suggest reviewing work-based learning opportunities.)
- 2) To what extent are Training Agreement, Training Plan and other appropriate documentation signed and on file for each student participating in work-based experience? (Suggest reviewing documentation for each student participating in a work-based experience.)

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- 3) To what extent is time provided in the instructor's schedule to coordinate work-based learning (including time to visit students and employers at the work site)? (Suggest reviewing master teaching schedule.)
- 4) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 5) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Eleven - Special Populations

- 1) To what extent is your service area prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)
- 2) To what extent is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
- 3) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)
- 4) To what extent does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent
- 5) To what extent has your service area been successful involving special populations in career and technical student organizations? (Suggest reviewing CTSO membership.)
- 6) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 7) As you review your responses to the questions above, what improvement opportunities exist related to this standard:

Standard Twelve - Educational Equity

- 1) To what extent does the service area recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)
- 2) To what extent does the service area ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)
- 3) To what extent does the service area's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)
- 4) To what extent is the service area's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)

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- 5) To what extent are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
- 6) As you review your responses to the questions above, what are the strengths of your program related to this standard:
- 7) As you review your responses to the questions above, what improvement opportunities exist related to this standard: